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ABSTRACT

This curriculum guide examines man's relation to his gods--his fear, love, obedience, worship, and imitation of God--as demonstrated in print and nonprint sources. Classical, Judaeo-Christian, and other outlooks are considered. Reading includes such works as "Oedipus Rex," "The Odyssey," selections from the New Testament, "King Lear," "Don Quixote," "Paradise Lost," "Faust," "War and Peace," and "The Brothers Karamazov." Works by Montaigne, Kant, Locke, St. Augustine, Aquinas, Gibbon, and Tillich are suggested for further exploration. Performance objectives, course content, teaching strategies, student resources, and teacher resources are included. (LL)

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DADE COUNTY PUBLIC SCHOOLS

LANGUAGE ARTS

Man and His Gods

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DIVISION OF INSTRUCTION • 1971

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English, World Literature

Written
for the
DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1972

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COURSE NUMBER

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COURSE TITLE: MAN AND HIS GODS

COURSE DESCRIPTION: An examination of man's relation to his gods...his fear, defiance, love, obedience to worship, and imitation of God. Classical, Judaeo-Christian and other outlooks are considered. Reading includes such works as Oedipus Rex, Odyssey, selections from the New Testament, King Lear, Don Quixote, Paradise Lost, Faust, War and Peace, The Brothers Karamazov. Works by Montaigne, Kant, Locke, St. Augustine, Aquinas, Gibbon, and Tillich are other sources for possible exploration. (This course requires considerable reading of difficult material.)

I. PERFORMANCE OBJECTIVES

A. Presented with printed and multimedia resources, the student will examine the elements of spiritual pursuit, emotional conflict, and concrete reality which characterize man in his multileveled quest for identification of a supernatural authority either as an end of philosophical conjecture or as a divine being.

B. Presented with printed and multimedia resources, the student will translate his experience in examination of the concept of supreme authority to consideration of tenets of faith and worship in Judaeo-Christian and non-Judaeo-Christian doctrines.

C. Presented with printed and multimedia resources, the student will analyze the spurious deification of man's self-manufactured contrivances and preoccupations, physical and spiritual, which are nonsectarian and nondenominational.

II. COURSE CONTENT

A. Rationale

In the Sermon on the Mount, Christ says, "Ye cannot serve God and Mammon." In Paradise Lost, Milton writes:

> ...Mammon led them on,
> Mammon, the least erected Spirit that fell
> From Heaven; for even in Heaven his looks and thoughts
> Were always downward bent, admiring more
> The riches of Heaven's pavement, trodden gold,

Than aught divine or holy else enjoyed
In vision beatific; by him first
Men also, and by his suggestion taught,
Ransacked the Centre, and with impious hands
Rifled the bowels of their mother Earth
For treasures better hid.

Reacting with frustrated impulses of outrage and love, worship and defiance, man searches for his God or gods. Out of this spiritual odyssey, organized religion evolved. Contemporary man, beset by hedonism and materialism, has created new "gods." Man and His Gods is an interdisciplinary survey of everyman and his sojourn on "the mind's road to God." The world's major religions and dominant religious philosophers are reviewed. The greatest emphasis, however, lies in analysis of modern man's preoccupation with the masks of mammon: power, wealth, sex, consumerism, fads, war, technology, violence, and personal accouterments and satanism.

B. Range of subject matter

1. Man's identification of a supernatural deity

   a. Multimedia survey of man and his quest for God or "gods"
   b. Comparisons and contrasts of selected authors' spiritual searches from state-adopted texts and non-state-adopted material
   c. Readings in The Great Books of the Western World on man's philosophical quest for spiritual authority

2. Man's formalization of worship into organized religions

   a. Tenets of non-Judaeo-Chritian doctrines
   b. Tenets of Judaeo-Christian doctrines
   c. Interdisciplinary analysis of religious motifs in art and music

3. Man's preoccupation with nondenominational "gods"

   a. Physical and materialistic diversions
   b. Spiritual and ethical diversions

III. TEACHING STRATEGIES

A. Presented with printed and multimedia resources, the student will examine the elements of spiritual pursuit, emotional conflict, and concrete reality which characterize man in his multileveled quest for identification of a supernatural authority either as an end of philosophical conjecture or as a divine being.

1. Have students listen and view the sound-slide survey, Man and His Gods: An Inquiry into the Nature of Religion, which surveys man's attempts to identify and worship his God or gods: "The program is, foremost, a study of the relationships between man and his God or gods—man's place in the infinite—rather than a survey of specific religions." Have them read and study a dittoed list of the script and names of accompanying slides in the two-part program. Have them write a one-sentence reaction to each of the slides as it pertains to the theme, Man and His Gods. Have the students write a short reaction paper to each of the two parts in the sound-slide survey.

2. Project via an overhead the following words: authority, ceremony, fertility, death, hell, liturgy, immortality, symbol, rite, sacrifice, sex, omnipotent, puritan, atheist, faith, deism, cosmic order, heresy, pantheism, agnostic, heretic, demigod, pagan, voodoo, Jew, sorcery, Hindu, monk, Muslim, nun, religious persecution, pope, Olympus, mass, predestination, power, war, dogma, Jesus Freak, violence, love, religion, status, confession, values, corruption, false gods, God. Have students respond orally and in writing to each word as it is projected on the screen. Some students may choose to illustrate their personal response.

3. Instruct students to list adjectives and nouns which convey their internalized conception of a higher, intangible spiritual authority.

4. Have students read "To a Waterfowl" by William Cullen Bryant in the state-adopted text, The United States in Literature. Have them discuss Bryant's conception of a divine authority.

5. Have students read "Each and All" by Emerson in The United States in Literature. Have them discuss how this poem and the selection by Bryant are related.

6. Have students read the following poems by Walt Whitman in The United States in Literature: "From Song of Myself," "Beat! Beat! Drums!" "As Toilsome I Wander'd Virginia's Woods," "When Lilacs Last in the Dooryard Bloomed," "Joy, Shipmate, Joy!" Have students discuss and explain their interpretation of Whitman's attitude toward his fellow man, war, nature, and a divine authority. Have them compare and contrast his attitudes with similar ideas in the selections read by Bryant and Emerson.

7. Have students read Nathaniel Hawthorne's "The Maypole of Merry Mount" in The United States in Literature. Have them explore, orally and in writing, the differences between the revelers and the Puritans. Have them also read in Edith Hamilton's Mythology, "The Two Great Gods of Earth," pp. 47-62. Have them write a reaction paper which contrasts and compares the Eleusinian Mysteries with "The Maypole of Merry Mount" rites.

8. Have students read "Earth" by Oliver Herford and "Earth" by John Hall Wheelock in Reflections on a Gift of Watermelon Pickle. Have them compare the contrasting viewpoints. Have them write their own short poem entitled "Earth."

9. Have students read "Fueled" by Marcie Hans in Watermelon Pickle. Have them discuss this poem in relation to "To a Waterfowl."

10. Have students read the biographical sketches and notes on Jonathan Edwards and Edward Taylor in The United States in Literature. Have them read "From Personal Narrative" and "From Sinners in the Hands of an Angry God" by Edwards and "The Joy of Church Fellowship Rightly Attended" by Edward Taylor. Have them, orally and in writing, examine the background and religious thought of the two colonial American church fathers. Have them conjecture why the two men express different religious views. Have students make two lists: one which might reflect attributes and characteristics of a Supreme Being as seen by Edwards and another list reflecting Taylor's thought.

11. Have students read in state-adopted England in Literature, Scott, Foresman and Company, "from Meditation 17" by John Donne. Have them discuss imagery, language, theme in the selection, also in relation to Donne's "Death Be Not Proud," and Shakespeare's "Sonnet 146" on p. 110 in England in Literature.

12. Have students read Act I, Scene I of Hamlet, pp. 116-118, in England in Literature. Have them explore, orally and in writing, the atmosphere of the setting, the function of the deus ex machina, and Hamlet's psychological reaction to the apparition.

13. Have students read the selections from The King James Bible in England in Literature, pp. 188-191.

14. Have students read "from Pilgrim's Progress" by John Bunyan and the excerpts from Paradise Lost by Milton in England in Literature. Have them distinguish between Bunyan's and Milton's scholarly attitude toward man and his God, each author's use of classical references, and each man's contribution to the Puritan cause.

15. Have students read Wordsworth's "Ode on Intimations of Immortality" in England in Literature. Have them, using quotes from the poem and relevant quotes from one secondary source, write an essay/reaction paper entitled "Platonism in Wordsworth's 'Intimations Ode.'"

16. Have students read the Romantic masterpiece, "Kubla Khan" by Coleridge in England in Literature. Have them compare and contrast this vision of Paradise with that penned by Milton in the selections read from Paradise Lost.

17. Have students read "Heaven-Haven," "Pied Beauty," and "God's Grandeur" by Gerard Manley Hopkins in England in Literature. Have them write a short reaction paper, after class discussion, entitled "Hopkins' Vision of God."

18. Have students read Elizabeth Barrett Browning's "Sonnet 26" and "Sonnet 43," the notes on the Pre-Raphaelite Brotherhood, and the poems by the Rossettis in England in Literature. Have them critically discuss Browning's celebration of earthly love and the Rossettis' treatment of love symbolically as the worship of God.

19. Have students read the selections by T. S. Eliot in England in Literature. Have them discuss, compare and contrast, orally and in writing, Eliot's consideration of the condition of man in relation to that of Whitman. Have them support their interpretation and opinions with direct quotations from works read.

20. Have students read in the state-adopted text, Insight: The Experience of Literature, "Hymn of Love to God," by Rabindranath Tagore, "Song of Praise to the Creator," from the Sotho, and "Chapter 13" from I Corinthians. Have them distinguish between the three statements as declarations of spiritual and temporal love.

21. Have students read the works in "The Seeker," Man in Literature: Comparative World Studies in Translation, pp. 525-550: "Forevermore" by the Israeli author, S.Y. Agnon; "The Circular Ruins" by the Argentinian author, Jorge Luis Borges; and "Autumn Mountain" by the Japanese author, Akutagawa Ryūnosuke. Have them complete the "Development" activities headed "Interpretation," "Technique," and "Extensions." Have them also answer, orally and in writing, the questions in the section at the end of the chapter, "Comparison." Have them consider the authors' use of irony, cultural traditions affecting the writers, illusion and reality in the stories, and narrative techniques.

22. Have students read and discuss the related selections in the listed soft-cover books which are companion texts to the hard-bound Man in Literature. The additional selections are to be read in conjunction with "The Seekers." (See Teacher's Resource Book.)

a. Black African Voices

(1) "Men of All Continents" by Dadié
(2) "Africa" by Diop

b. Russian and Eastern European Literature

(1) "Tevye Wins a Fortune" by Aleichem
(2) "Where Love Is, God Is" by Tolstoy
(3) "A Summer in the South" by Andric
(4) "The Island" by Capek

c. Literature from Greek and Roman Antiquity

(1) From The History by Herodotus
(2) Oedipus the King by Sophocles
(3) "The Story of Daedalus and Icarus" by Ovid

d. From Spain and the Americas

(1) Poetry by Jiménez
(2) "Pilgrimage" by Arriaza
(3) "The Secret of the Burning Stars" by Cuadra

e. Literature of the Eastern World

(1) "On Hearing Chün the Buddhist Monk from Shu Play His Lute" by LiPo
(2) "A Drawing of a Horse by General Ts'ao at Secretary Wêi Fêng's House" by Tu Fu
(3) The Cold Mountain Poems by Hanshan
(4) "Prelude to Glory" by Win Pe
(5) "Seibei's Gourds" by Shiga

f. Teutonic Literature in English Translation

(1) "A Tale of Death and a Strange Postscript Thereto" by Rilke
(2) "A Story Told to the Dark" by Rilke

g. Italian Literature in Translation: "The Ruby" by Alvaro

h. Translations from the French

(1) "The Legend of St. Julian the Hospitaller" by Flaubert
(2) The Apollo of Bellac by Giraudoux
(3) "The House Surrounded" by Supervielle

23. Have students, as the topic applies to the selections listed in TS #24, examine critically the following: peace, ardent nationalism, man's quest for God, man and nature, man's search for earthly happiness, man's search for truth, man's preoccupation with material goods and the mystique of power, man's search for beauty, and the moral dilemmas imposed by ethical decision-making.

24. Have students, as further concomitant reading, explore and analyze the following works as they apply to man's search for temporal and spiritual worth: Jean Cocteau's The Infernal Machine, Marlowe's Dr. Faustus, Byron's Manfred, and Goethe's Faust.

25. Have students view the film Devi (rental from AUD). Have them discuss critically and analyze the movie as it presents parallels to "The Circular Ruins" and as a metaphysical statement of religion and fantasy.

26. Have students listen critically to the recordings, Albert Herring (London, 1378) and L'Enfant Prodigue (London, 6538) by Benjamin Britten and Serge Prokofiev, respectively. Have them explore the themes of youth in quest of meaning in life with its paradoxical overtones of joy and despair.

27. Have students view and study the fine art reproductions listed with paragraph descriptions in the Teacher's Resource Book, p. 180; Agnostic Symbol by Dali; The Persistence of Memory by Dali; The Painter's Studio: Real Allegory by Courbert; Traveling in the Mountains in Autumn by Yüan Yao; and The Long (Landscape) Scroll by Sesshu. Have them:

    a. propose reasons why these works should be included in the chapter, "The Seeker"
    b. list adjectives describing each reproduction
    c. write a short reaction paragraph to each selection
    d. explore the symbols in each work
    e. conjecture how the theme of each work is related to themes of written selections read in "The Seeker"

28. Have students collect, organize, and present via multimedia techniques (slide-tape, 8 mm. movie, photo collage montage, slide lecture, photo essay, etc.) a visual survey of contemporary man as "The Seeker" after the elusive moral abstracts: truth, beauty, justice, peace, the good life, and God. Have them also equally juxtapose the quests for power, wealth, status, sexual prowess, materialistic gains, hedonistic indulgences and other expenditures of body and spirit which pose as questionable rites demanded by modern "gods."

29. Have students read, discuss, and analyze the chapter, "The Human Condition" in the state-adopted text, Western Literature: Themes and Writers, McGraw-Hill, Inc. Have them, in each listed section of the chapter, relate the material to other selections read, "What Is Man?" "Birth and Childhood," "Mortality," "Doubt and Despair," "Purposelessness or Purpose." Have the students examine critically the "Gallery" section, "Images of Man: The

Human Image in Sculpture." Have them compare and contrast the sculptured images with selected protagonists' characteristics created in writing.

30. Have students consult and read in the "Outline of Topics" of A Syntopicon II in the Great Books the sections of the outline on Chapter 51, "Man": "Comparisons of man with God or the gods, or with angels or spiritual substances"; "God's special creation of man"; "Man's understanding of his relation to the gods or God"; and "Man as made in the image of God." Have students read and discuss selected reference works in the Great Books as the sections of the outline indicate. Have them, in writing, explore individual author's interpretation of the topics of the outline: Aquinas in Summa Theologica on Man and the Angels; Freud on God's Creation of Man; Dostoevsky in Brothers Karamazov on Man and His Understanding of the Gods; and Goethe in Faust on Man as the Image of God.

31. Have students read and study pp. 243-258, "Chapter 29: God," in A Syntopicon I in the Great Books collection. Have them consult the "Outline of Topics," pp. 558-560, and read selected works in the Great Books under the following outline topics:

a. "The nature and existence of the gods"
b. "The postulation of God: practical grounds for belief"
c. "Man's relation to God or the gods"

    (1) "The fear of God or the gods"
    (2) "The reproach or defiance of God or the gods"
    (3) "The love of God or the gods"
    (4) "Obedience to God or the gods"
    (5) "The imitation of God or the gods"

d. "The divine nature in itself: the divine attributes"

    (1) "The identity of essence and existence in God: the necessity of a being whose essence involves its existence"
    (2) "The unity and simplicity of the divine nature"
    (3) "The immateriality of God"

e. "Man's knowledge of God"

(1) "The names of God: the metaphorical and symbolic representation of God; the anthropomorphic conception of God"
(2) "Natural knowledge: the use of analogies; the evidences of nature; the light of reason"

f. "The denial of God or the gods, or a supernatural order: the position of the atheist"

Have the students, orally and in writing, analyze, compare and contrast the various authors' interpretation of a section of the outline on the man-God-gods relationship. Have them choose a topic in the outline and write a paper using several of the selections in the Great Books, suggested in the outline, as resource material.

B. Presented with printed and multimedia resources, the student will translate his experience in examination of the concept of supreme authority to consideration of tenets of faith and worship in Judaeo-Christian and non-Judaeo-Christian doctrines.

1. Have students view the Life, Epic of Man filmstrip, "The Dawn of Religion."

2. Have students read in Hamilton's Mythology: "Introduction," "The Gods, the Creation, and the Earliest Heroes," and "The Heroes of the Trojan War."

3. Have students contrast and compare in writing the Old Testament explanation of the Creation with the Hamilton interpretation in Mythology.

4. Have students view the filmstrips, Greek and Roman Mythology, Myths and Legends, Our Heritage from the Old World, The Gods of Mt. Olympus, Mythology Is Alive and Well, Our Heritage from Ancient Rome.

5. Have students view the films, Major Religions of the World, and Ancient Egypt.

6. Have students read pp. 7-37 in K. M. Sen's Hinduism, "The Nature and Principles of Hinduism." Have them discuss the material in light of the film, Major Religions of the World.

7. Have students read the listed chapters in H. A. R. Gibb's Mohammedanism: "The Expansion of Islam," "Mohammed," "The Koran," "Doctrine and Ritual in the Koran," "The Tradition of the Prophet," "Orthodoxy and Schism," "Islam in the Modern World."

8. Have students read pp. 14-89, "Hinduism," in The Religions of Man by Huston Smith. Have students also read pp. 217-253, "Islam," in The Religions of Man.

9. Have students read further in The Religions of Man, pp. 90-216: "Buddhism," "Confucianism," "Taoism."

10. Have students prepare a multimedia presentation on Hinduism, Buddhism, Confucianism, and Taoism. In small group modes, the students may choose to explore one of the non-Judaeo-Christian faiths in depth, or they may choose to compare and contrast the separate religions in close detail. Encourage emphasis on investigation of art, music, dance, rites, and dogma.

11. Have students view the listed films on The Odyssey: The Central Themes, The Return of Odysseus, Structure of the Epic.

12. Have students read in Ernst Cassirer's An Essay on Man, "The Definition of Man in Terms of Human Culture" and "Myth and Religion," pp. 63-108.

13. Have students document an investigative paper based on reading in Cassirer, Hamilton, and references in the Great Books based on outline topics in the Syntopicon I and II, "Man" and "God": "Man's Knowledge of Himself," "Man in the Cosmic Order," "The Ways of God and the Ways of Men," "Divine Omnipotence."

14. Have students read the works in the Great Books suggested in the "Outline of Topics," 7-9 on Judaeo-Christian doctrines:

a. "Doctrines common to the Jewish, Mohammedan, and Christian conceptions of God and His relation to the world and man: Creation, Providence, Divine government and law, Grace, Miracles, The Book of Life, the resurrection of the body, the Last Judgment and the end of the world"
b. "Specifically Jewish doctrines concerning God and His people: The Chosen People: Jew and gentile; God's Covenant with Israel; The Law: its observance as a condition of righteousness and blessedness; The Temple: the Ark of the Torah; the messianic hope"
c. "Specifically Christian dogmas concerning the divine nature and human destiny: The Trinity: the Incarnation: the God-man; Christ the Saviour and Redeemer: the doctrines of original sin and salvation; the Church: the mystical body of Christ; the Apostolate; the sacraments; the second coming of Christ"

15. Have students listen to recordings, with dittoed copies of the libretto, of Haydn's The Creation. Allied study may include a slide-tape lecture, student-prepared, of the ceiling of the Sistine Chapel.

16. Have students read The Evidence of God in an Expanding Universe: Forty American Scientists Declare Their Affirmative Views on Religion. In small group modes, have students prepare a panel discussion, supported with visual aids, which explores related essays in the texts. Each group should submit a written synopsis of their presentation and list the relevant concepts they wish to enumerate in the panel discussion/media report. Encourage vigorous support and refutation of the scientists' theses.

17. Have students read and discuss the chapters in Huston Smith's The Religions of Man, "Judaism," pp. 254-300 and "Christianity," pp. 301-349.

18. Have students read and discuss the listed chapters from Bertrand Russell's A History of Western Philosophy:

a. "Ancient Philosophy after Aristotle"
b. "The Fathers"

(1) "The Religious Development of the Jews"

(2) "Christianity during the First Four Centuries"
(3) "Three Doctors of the Church"
(4) "Saint Augustine's Philosophy and Theology"
(5) "The Fifth and Sixth Centuries"
(6) "Saint Benedict and Gregory the Great"

c. "The Schoolmen"

(1) "The Papacy in the Dark Ages"
(2) "John the Scot"
(3) "Ecclesiastical Reform in the Eleventh Century"
(4) "Mohammedan Culture and Philosophy"
(5) "The Twelfth Century"
(6) "The Thirteenth Century"
(7) "Saint Thomas Aquinas"
(8) "Franciscan Schoolman"
(9) "The Eclipse of the Papacy"

19. Show the listed films:

a. Medieval Times: The Role of the Church, 1-10111
b. The Vatican, Part I, 1-31737
c. The Vatican, Part II, 1-31738

Discuss the content of the films in light of the material read in the Russell text.

20. Have students read in The Philosophy of Bertrand Russell, Volume I, Edgar Brightman's essay, "Russell's Philosophy of Religion," pp. 537-556. Instruct students to write a thoughtful essay in which they support or refute Russell as interpreted by Brightman.

21. Have students read The Book of God by Baruch Spinoza. Have them critique a selected number of the short essays.

22. Have students read in Immanuel Kant: His Life and Doctrine by Friedrich Paulsen, "The Theory of Religion and the Church," pp. 362-371.

23. Have students read A Syntopicon II, to the Great Books, Chapter 79, "Religion," pp. 588-597.

24. Have students read in the Time-Life book, Age of Faith, from the Great Ages of Man series, the following topics:

a. "The Rise of Feudalism"
b. "The Light of the Church"
c. "Conquest by Crusade"
d. "A New Urban Class"
e. "Adventures of the Intellect"
f. "Art Inspired by Faith"

25. Have students read in the Time-Life book, The Reformation, the listed chapters:

a. "The Troubled Time"
b. "The Reformer"
c. "Leaders of the Protest"
d. "Europe Aroused"
e. "The 'Counter Reformation' "
f. "A Revolution in Letters"
g. "Lean Days for Art"
h. "The Power of Protestantism"

26. Have students investigate and present an informed study on the religion-bible-school controversy. Have students consult The Bible and the Schools by William O. Douglas, The Freedom of Religion in America, and God in Our Public Schools by The National Reform Association.

27. Have groups of interested students contrast and compare books from the King James Version of the New Testament with Good News for Modern Man by the American Bible Society Translation.

28. Have students with the aid of maps, murals, slides, and other AV materials, prepare an extensive and informative travelogue based on The Geography of the Bible by Denis Baly.

29. Have students investigate and present, objectively via multimedia techniques, the contemporary denominational phenomenon of the Jesus Revolution and offshoots such as the Process and the Way.

30. Have students investigate the spiritual similarities between transcendental meditation and prayer. (See Saturday Review, "Visions of a New Religion," 12/19/71.)

31. Have students investigate the spiritual phenomena of "getting happy" and faith healing.

32. Have students investigate and evaluate the divinity of the figure of Christ in light of Potter's treatment compared to The Crown and the Cross: The Life of Christ by Frank G. Slaughter.

33. Have students read fictional biographies such as Taylor Caldwell's Dear and Glorious Physician and The Great Lion of God, and Judas, My Brother by Frank Yerby.

34. Have students read A Different Drummer by William Melvin Kelley and complete the following:

    a. Prepare a service in Bennet Bradshaw's church
    b. Evaluate the statement, "Jesus is Black"
    c. Analyze the final scene of the novel as a Golgotha parody

35. Have students read, study, and discuss in Sociology of Religion by Joachim Wach:

    a. "The Method"
    b. "Religious Experience and Its Expression"
    c. "Sociological Consequences"
    d. "Religion and Society and Religion and Natural Groups"
    e. "Specifically Religious Organization of Society"
    f. "Religion and the State"
    g. "Types of Religious Authority"

    Have them write a 3-5 page paper which compares and contrasts two or three chapters in Wach with the background information presented in the Time-Life books.

36. Have students read the chapters listed from Thomas F. O'Dea's The Sociology of Religion from the Foundations of Modern Sociology Series:

    a. "Religion and Society: the Functionalist Approach"
    b. "The Religious Experience"
    c. "The Institutionalization of Religion"

d. "Religion and Society"
e. "Religion and Conflict"

37. Have students prepare a multimedia lecture on the religious heritage of the ethnic groups in "Part IV: Special Aspects of Religion in America" in Historical Atlas of Religion in America:

a. Indians
b. Jews
c. Blacks
d. Alaskans
e. Hawaiians

38. Have students give an extensive, in-depth class lecture on the evolution of Black music in the U. S. originating with spirituals. Invite guests for class demonstrations.

39. Have students investigate and present a detailed and informative study of Zionism in the U. S. and the treatment of Jews in the U. S. S. R. (See Time, 1/25/71, "The Harsh Plight of Soviet Jews.") Have interested students investigate the religious significance and import of the reformed Judaic interpretation of Christ as an inspired prophet as opposed to a messianic interpretation.

40. Have students, in small group modes, read Israel: A History of the Jewish People by Rufus Learsi. For each of the six chapters, have student groups prepare a study of Jewish history in relation to the texts already perused in activities #13-19. Encourage an AV style class presentation.

41. Have interested students read and study:

a. Basic Judaism by Milton Steinberg
b. Eight Lights: the Story of Chanukah by Rosenblum

42. Have students read:

a. "The Great Catholic Upheaval" by Gordon Zahn in Saturday Review, 9/11/71.
b. Pope John XXIII's Peace on Earth, Addressed to All Mankind.

Have students investigate the evolution of the 20th century ecumenical movement culminating in the Vatican councils. Include the role and function of youth in exchange student programs, etc.

43. Have students read Norman Cousins' article in Saturday Review, "The Improbable Triumvirate." Have students research further for information on the ecumenical relationship of Pope John XXIII, John Kennedy, and Krushchev.

44. Have students read, discuss, contrast, compare, and analyze, orally and in writing, individual persons explored in The Great Religious Leaders by Charles Francis Potter.

45. Have students read St. Augustine's Of True Religion and Saint Bonaventura's The Mind's Road to God. Have students discuss the relevance of the two small texts to orthodox Catholicism.

46. Have students, using the Syntopicon outline references in the sections on "Religion" and "God," read and study Dante's Divine Comedy. Instruct students to explore the function of man's free will, the condescension of Christ, the function of an adjudicatory God, the nature of sin, and the structure of a mystical Paradise.

47. Have students explore the man-God relationship in Milton's Paradise Lost and Paradise Regained. Have students, using the Syntopicon II, "References," in Chapter 79, "Religion," as a guide, investigate the following topics:

    a. The sources of faith
    b. Revelation and miracles
    c. Prayer, worship, sacrifice
    d. Religious communities
    e. Preaching
    f. Sacred and secular learning

48. Have interested students explore and analyze the theology of the following musical works:

    a. Cantata #14, "Christ lag in Todesbanden," by J.S. Bach

b. Cantata #53, "Schlage doch, gewunschte Stunde" by J.S. Bach
c. Cantata #140, "Wachet Auf!" by J.S. Bach
d. Bach's Magnificat in D
e. Handel's Israel in Egypt
f. Mozart's Coronation Mass
g. Mass K. 427 by Handel
h. Berlioz' L'Enfance du Christ

49. Have students listen critically, with the visual aid of a dittoed libretto to the following masses:

a. Verdi's Requiem Mass
b. Phillips' recording of the Missa Luba
c. Phillips' recording of the Missa Criolla

Have students study and listen to the lyrics and music of Leonard Bernstein's Mass. Have them analyze and evaluate Bernstein's degree of departure from the traditional mass motif.

50. Have students listen to, compare and contrast, analyze, and evaluate the Christ musically treated in Handel's The Messiah with the Christ in Jesus Christ Superstar.

51. Have students compare and contrast the religious moods in the music and lyrics of the recordings of the plays Salvation and Godspell.

52. Have students investigate and present a class lecture on the religious and theological relevance of the following paintings: (See bibliography for slide listing.)

a. Chagall's The Rabbi
b. Dali's The Crucifixion
c. El Greco's Agony in the Garden
d. Exekias' Dionysus Returning Home
e. Grotto's The Lamentation
f. Michelangelo's The Last Judgment
g. Titian's Christ Crowned with Thorns
h. Van der Weyden's Descent from the Cross

53. Have students, after some art history research, prepare a class lecture with multimedia aids on the listed religious architecture:

a. Corbusier's Ste. Marie-du-Haut, Ronchamp, France
b. Labadie's Sacre Coeur
c. Matisse's Chapel of Rosany
d. Police Chapel of Charlemagne
e. Parthenon, Athens
f. Yamasaki's Synagogue in Chicago

54. Have students read contemporary religious philosophers such as Buber, Tillich, de Chardin, Kirkegaard, Bonhoeffer. Have interested students make an in-depth study into the works of one of the men. Have them present their findings in relation to classical theology already investigated.

55. Have students read selected chapters from the Prentice-Hall Foundations of Philosophy Series, Philosophy of Religion, by John Hick: "What is philosophy of religion"; "The Judaic-Christian Concept of God"; "Grounds for Belief in God"; "Grounds for Disbelief in God"; "Human Destiny"; "Revelation and Faith"; "Problems of Religious Language"; "The Problem of Verification." Have them propose reasons for developing a personal philosophy of religion, its relevance and value, and the function of religion for contemporary American youth. Have the students write an exploratory paper which supports or refutes a rationale, based on reading already completed, for the development of a practical religious philosophy in today's world.

C. Presented with printed and multimedia resources, the student will analyze the spurious deification of man's self-manufactured contrivances and preoccupations, physical and spiritual, which are nonsectarian and nondenominational.

1. Have students read in selected volumes of the Great Books, works listed in the outline, #14, on "The Worship of False Gods: Deification and Idolatry," pp. 600-601, A Syntopicon I. Have students list, discuss, compare and contrast a grouping of false deities explored in the Great Book selections with a student-compiled listing of modern "gods" to which man pays undue homage.

2. Have students generate through class discussion all the ways people, particularly American consumers, are fascinated and absorbed with the mystique of buying power. Have them consider all the ways the modern American spends his money. Have them investigate the classical significance of Mammon. Have them, orally and in writing, consider the preoccupation of adults and youth with cars, clothes, sports, stereo equipment, and sex.

3. Have students read selected articles on a ditto reprint of the following title list of current periodical readings on automobiles and the American driver:

   a. "I Rode a Driverless Car!" by S. Bacon in Mechanics Illustrated, November, 1971.
   b. "Next Ten Years" by K. Ludvigsen in Motor Trend, January, 1970.
   c. "Dash Computer Tells When to Change Oil" by E. F. Lindsley in Popular Science, August, 1970.
   d. "How to Troubleshoot Some of Those New Fangled Gadgets" by M. Schultz in Popular Mechanics, May, 1970.
   e. "Stay-Awake Alarm" by R. M. Marston in Radio-Electronics, September, 1970.
   f. "When Birds and Beasts Went Motoring: Radiator Mascots and Hood Ornaments" by M. Lamm in Audubon, January, 1970.
   g. "Where Are They Now?: the Edsel Lives" in Newsweek, October 13, 1970.
   h. "Bird That Hoots If Drivers Doze" in Business World, July 4, 1970.
   i. "Pushbuttons v. Drunks: Physiological Tests to Judge a Driver's Condition" in Time, June 1, 1970.
   j. "Cars of the Future: Safety First" in U.S. News, March 30, 1970.
   k. "Drive to Make Autos Safer: What the Government Wants" in U.S. News, August 31, 1970.

Have students make a multimedia presentation on the dominating role played by the American automobile in contemporary society.

4. Have students read selected articles on a ditto reprint of the following title list of current periodical readings on sports in America:

   a. "Sham Battle: Rocky Marciano-Muhammad Ali Computerized Fight" in Newsweek, February 2, 1970.
   b. "Time for All Good Men... Help Defend American Sports Cliches" by F. Deford in Sports Illustrated, November 22, 1971.
   c. "At Age 9, They're Bowl Game Veterans: Junior Pee-Wee League" in Life, December 17, 1971.
   d. "Goodbye to the Alka-Seltzer and Aspirin Bowl" by T. Maule in Sports Illustrated, February 1, 1971.
   e. "Wishbone of Contention: Pro-Football Draft" by J. Marshall in Sports Illustrated, February 14, 1972.
   f. "Black Football Players in the White South" by L. J. Banks in Ebony, December, 1970.
   g. "Most Deadly Games" by J. H. Plumb in Horizon, August, 1969.
   h. "Are Sports Good for the Soul?" in Newsweek, January 11, 1971.
   i. "Brief Search for America: Observations on Sports and Life in Four Small Towns" by J. Underwood in Sports Illustrated, May 4, 1970.

   Have students prepare a multimedia essay on the American male mystique and sports activities.

5. Have students read selected articles on a ditto reprint of the following title list of current periodical readings on clothes and the "well-dressed" image:

   a. "Fashion Game: Winners and Losers" in Ladies Home Journal, March, 1972.
   b. "Dear Miss North: Why Do Teachers Have to be Dressed So Formally" by C. E. Cockerville in Educational Digest, February, 1972.
   c. "Sleazy Rider: Drive-In Movie Pants" in Newsweek, February 28, 1972.
   d. "Hot Pants: Legs Are Back" in Time, February 1, 1971.
   e. "Pants Outfits in Public?" Amy Vanderbilt in Ladies Home Journal, January, 1971.

f. "What Well-Knit Men Will Wear" in Business World, January 23, 1971.
g. "Pick the Coziest Sleepwear for the Whole Family" in Good Housekeeping, February, 1971.
h. "Instant Wedding Dress" in Life, December 3, 1971.
i. "Big Mamma Goes Couture" by M. Smith in McCalls, November, 1971.
j. "Big Business: N. Austin's Custom-Designed Fat Lady Clothes" in Time, November 29, 1971.
k. "Athlete as Peacock" in Time, January 4, 1971.
l. "What You Should Know About the New Rainwear" in Good Housekeeping, April, 1970.
m. "Ringing Success: Garments of Aluminum Rings from Pop-Top Cans" in Time, 1970.
n. "Male Plumage: with Editorial Comment" in Life, September 25, 1970.

Have students present a multimedia study of trends in fashion fads and the youth revolt of style consciousness.

6. Have students read selected articles on a ditto reprint of the following title list of current periodical readings on contemporary sexual mores:

a. "Facing Our Sexuality" in America, December 26, 1970.
b. "Sex Power and the Revolution" by V. Eller in Christian Century, December 30, 1970.
c. "Sexual Conflicts: Questions and Answers" by David Reuben in McCalls, July, 1970.
d. "Family Size and Sex-Role Stereotypes" by F. E. Clarkson, in Science, January 23, 1970.
e. "Early Christians on Sex" by J. J. Magee in Catholic World, August, 1970.
f. "Boy or Girl? A New Pre-Birth Test Can Tell," interview by M. M. Grumbach in Good Housekeeping, January, 1970.
g. "Sexes: Getting It All Together" by F. Bowers in Saturday Review, January 9, 1971.
h. "You Are More Cupcakeable for Being a Cosmopolitan Girl" by W. F. Buckley, Jr., in National Review, September 22, 1970.
i. "Dirty Movies: Hard Core-Soft" by D. Denby in Atlantic, August, 1970.

j. "How Skin Flicks Hit Bible-Belt Waterloo, Iowa" in Newsweek, December 21, 1970.
k. "Movies and the Sexual Revolution: Should the Rating Be Revised?" by G. N. Boyd in Christian Century, September 23, 1970.
l. "Obscenity in Films" by R. Schnickel in Life, April 10, 1970.
m. "They Shoot Dirty Movies, Don't They" by L. Botto in Look, November 3, 1970.
n. "What the Bible Says about Sex" by Billy Graham in Reader's Digest, May, 1970.
o. "How Mothers Answer: Where Do Babies Come From?" by L. M. Higdon in Today's Health, October, 1970.
p. "Why I'll Give My Daughter the Pill" by P. H. Wade in Redbook, June, 1970.
q. "Sex Games People Play," excerpts from Sex in Human Loving by E. Berne in Ladies Home Journal, October, 1970.
r. "Sex, Guilt, and the Double Standard" by W. H. Masters and V. E. Johnson in Redbook, October, 1970.
s. "What's Happening to Sexual Privacy?" by F. Trippett, in Look, October 20, 1970.
t. "Sex in Human Loving" by R. Berne, review in Life, December 18, 1970.
u. "Young Living: Must Sex Be All or Nothing at All?" by A. Wood, in Seventeen, June, 1970.
v. "What's Happening to American Morals: Symposium," in U.S. News, January 25, 1971.
w. "American Way of Swinging" in Time, February 8, 1971.
x. "Radical Family" by J. Poppy in Look, January 26, 1971.
y. "Sex Differences in I.Q. Patterns of Children with Congenital Heart Defects" by M. P. Honzik in Science, December 3, 1971.
z. "Myths that Keep Women Down" by C. Bird in Ladies Home Journal, November, 1971.

7. Have students read selected articles from a ditto reprint of the following title list of current periodical readings and texts on the power of money and wealth and consumer consciousness:

a. "Money Matters!" by G. Grimes in Harper's Bazaar, August, 1970.

b. "What Spending Money Reveals about You" by T. I. Rubin in Ladies Home Journal, October, 1970.
c. "Abundance Isn't the Full Answer: Consumer Buying Indicators Findings" by B. L. Masse in America, March 21, 1970.
d. "Man and His Environment," adaptation of an address by A. J. Coale in Science, October 9, 1970.
e. "Nonbuying Mood" in Time, June 22, 1970.
f. "Playing It Tight: Decline in Luxury Spending" in Newsweek, April 20, 1970.
g. "Why People Aren't Spending" in U. S. News, September 28, 1970.
h. "Let the Buyer Be Aware: Untested New Products" in Today's Health, March, 1970.
i. "Nader's Biggest Raid: Summer Projects" in Newsweek, June 29, 1970.
j. "Nader's Raiders: Consumer Crusade Against Major Corporations" in America, May 9, 1970.
k. "Nader's Raiders on the FDA: Science and Scientists Misused" by P. M. Boffey in Science, April 17, 1970.
l. "Nader's Raiders Strike Again" in Time, March 30, 1970.
m. "Nothing Works Anymore" in New Republic, February 14, 1970.
n. "Consumer Power Grows in Congress" in Business World, July 11, 1970.
o. "Defending Consumer: Proposed Independent Consumer Agency Act" by S. Lazarus in New Republic, September 26, 1970.
p. "Let There Be Lumens: FTC Regulation on Life Ratings" in Newsweek, August 3, 1970.
q. "U. S. Toughest Customer: Ralph Nader and Raiders" in Reader's Digest, March, 1970.
r. "More Unions Cut Their Raises" in U. S. News, December 13, 1971.
s. "Case of the Jitters: Monetary System Unstable" in Newsweek, February 14, 1972.
t. "World Monetary Reform: Rethinking the System: Questions and Answers" by L. A. Mayer in Fortune, December, 1971.
u. "Why the Big Deficits Fail to Stimulate" in Business World, March 4, 1972.
v. "Consumer Battle at the Grass Roots: States and Communities Setting Up Own Agencies" in Business World, February 26, 1972.
w. Money and Emotional Conflicts by Edmund Bergler.

x. For Love of Money: Human Behavior and Money by James A. Knight.
y. Money in the Computer Age by F. P. Thomson.
z. Economics of Crisis: War, Politics and the Dollar by Eliot Janeway.
aa. Gospel of Wealth and Other Timely Essays by Andrew Carnegie.
bb. Affluent Society by John K. Galbraith.
cc. Man's Worldly Goods by Leo Huberman.
dd. Rich: Are They Different by George Kirstein.
ee. Wealth and Power in America: An Analysis of Social Class and Income Distribution by Gabriel Kolko.
ff. Moneymakers: The Great Big New Rich in America by Kenneth Lamott.
gg. Your Infinite Power to Be Rich by Joseph Murphy.
hh. Affluence and the Christian by Hendrik van Oyen.

Have the students prepare a multimedia class lecture entitled, "Modern Mammon: Greenback and Company."

9. Have students read selected articles on a ditto reprint of the following title list of current periodical readings and texts on the history and sociology of war:

a. "Modern Man Is Obsolete" in Saturday Review, August 1, 1970.
b. "100 Wars and Other Conflicts since World War II" in UNESCO Courier, November, 1970.
c. "Patterns in International Warfare: 1816-1965" by M. Small and J. D. Singer in Annals of the American Academy of Political and Social Science, September, 1970.
d. "Case for War," Time, March 9, 1970.
e. "Pinstripes for Peace" in Newsweek, May 11, 1970.
f. "Political Rationality in Ending War" by P. Kecskemete in Annals of the American Academy of Political and Social Science, November, 1970.
g. "How Nations Take Defeat" in Horizon, Summer, 1970.
h. "New Nuclear Strategy for America?" in U.S. News, April 13, 1970.
i. "Scandal of Silence: U.S. Catholic Conference Memorandum" by G.C. Zahn in Commonweal, February 4, 1972.
j. "Need for a War-Power Bill" by A.M. Bickel in New Republic, January 22, 1972.

k. "Right to Make War" by E. G. Wendchy in New Republic, January 29, 1972.
l. "War Profiteers" book review by R. F. Kaufman in Nation, November 22, 1971.
m. Locke on War and Peace by Richard H. Cox.
n. From Arrow to Atom Bomb by Stanton A. Coblentz.
o. War: The Anthropology of Armed Conflict and Aggression by Marvin Harris.
p. Men at War by Ernest Hemingway.
q. Man and Warfare: Thematic Readings for Composition by William F. Irmscher.
r. Peace and the War Industry by Kenneth E. Boulding.
s. Economics of Crisis: War, Politics and the Dollar by Eliot Janeway.
t. Sanity and Survival: Psychological Aspects of War and Peace by Jerome Frank.
u. War and Peace in the Global Village by Marshall McLuhan and Quentin Fiore.
v. Morality and Modern War by John C. Murray.
w. Christian Conscience and War by John Nelson.
x. War and Moral Discourse by Ralph Potter.
y. War in Modern Society: An Introduction by Alastair Buchan.

Have the students make a multimedia class presentation, "War: Man's Ultimate Inhumanity to Man."

10. Have students read selected articles chosen from a ditto reprint of the following list of current periodical readings on space age technology and computers:

a. "Zen Buddhism and Western Alienation from Nature" by W. R. Hoyt in Christian Century, October 7, 1970.
b. "Who's in Charge of History?" in Christian Century, December 2, 1970.
c. "Super Technology: Will It End the Good Life?" in Field and Stream, June, 1970.
d. "Mythos of the Electronic Revolution" by J. W. Casey and J. J. Quirk in American Scholar, Spring-Summer, 1970.
e. "Ecology of Weaponry" by W. C. Clemens in Current, November, 1970.
f. Lewis Mumford's Pentagon of Power, reviewed in National Review by H. Caton, January 12, 1971.

g. "Art and Technology: Exhibition in U.S. Pavilion at Expo '70" by M. Tuchman in Art in America, March, 1970.

h. "Improbable Marriage" by D. Davis in Newsweek, April 20, 1970.

i. "Geneva Conference on Technology and the Future" by J. E. T. Hough in Christian Century, August 5, 1970.

j. "Task Force Probes Future in Technological World" in Christian Century, December 23, 1970.

k. "Evangelical Initiative: Fingertip Facts" in Christian Today, March 13, 1970.

l. "Science: the Endless Search" by J. Lear in Saturday Review, March 7 and March 14, 1970.

m. "Reviewing Space Priorities" in Science News, August 1, 1970.

n. "Testing Man's Values in Space: Skylab" by E. Driscoll in Science News, October 10, 1970.

o. "Spin-Off: the Fruit of Space Research" by G. Gregory in UNESCO Courier, March, 1970.

p. "How to Stop Worrying and Love the Computer" in Newsweek, July 27, 1970.

q. "Behold the Computer Revolution" by P. T. White in National Geographic, November, 1970.

r. "Computers Can Be Fun" in Science Digest, December, 1970.

s. "Problem Solver, Problem Maker" in Business World, October 17, 1970.

t. "Now! A Computer for Your Car" by D. Demshe in Mechanics Illustrated, February, 1970.

u. "Will the Computer Kill Education?" by B. L. Hicks in Educational Digest, September, 1970.

v. "One Big Push-Button Market for All?" by C. Morgello in Newsweek, November 30, 1970.

w. "Computer Makes Fertile Parents" in Business World, November 28, 1970.

x. "Dialing for the Groceries: The Mart System" in Business World, March 28, 1970.

y. "My Machine Loves Me" by B. Ford in Science Digest, September, 1970.

z. "Handy Uses of a Home Computer" by M. Shamberg in Life, January 30, 1970.

aa. "Image Analysis: Application to Automated Medical Diagnosis" by A. L. Hammond in Science, December 3, 1971.

Have the students give a multimedia class presentation entitled, "Space-Age Deities: Electronic Salvation?"

11. Have students read and investigate the chapters in A Treasury of Witchcraft by Harry E. Wedeck:

    a. "General Introduction--Black and White Magic, Effects on Individuals and Communities"
    b. "Magic Techniques, Spells, Conjurations, Incantations, Periapts, Formulas"
    c. Goetic Diversions--Divination--Astrology--Levitations--Alchemy"
    d. "Witchcraft versus the State"

12. Have students read and study:

    a. A Syntopicon, Volume I, pp. 605-613, "Good and Evil"
    b. A Syntopicon, II, pp. 753-760, "Sin"

13. Have students write short character sketches suitable for expansion into skits and short stories adaptable for classroom performance on a contemporary interpretation of the Seven Deadly Sins.

14. Have students read in Man and His Gods by Homer W. Smith, "The Rise and Fall of His Satanic Majesty's Empire."

15. Have students read further in A Treasury of Witchcraft:

    a. "Operations of Magic, Sympathetic Magic..."
    b. "Raising the Devil..."
    c. "Black Mass, Sabbat"

16. Have students read selected articles and texts chosen from a ditto reprint of the following title list of current periodical readings and books under the general heading, conduct of life:

    a. "Hang-Ups That Haunt Us" by N. V. Peale in Reader's Digest, June, 1970.
    b. "Living High on Wit, Wisdom, and Love" by C. Binger in Saturday Review, July 25, 1970.
    c. "Taming of Individuals and the State" by Norman Cousins in Saturday Review, January 17, 1970.

d. "Visions of the Human Revolution" by W. Hedgepeth in Look, January 13, 1970.
e. Saving the Appearances: A Study in Idolatry by Owen Barfield.
f. Truth and Power: Essays of a Decade by Hans J. Morgenthau.
g. Psychology of Power by Ronald V. Sampson.
h. Love, Power, and Justice by Paul Tillich.
i. Political Systems and Distribution of Power by Michael Banton.
j. Power, Law, Right and Love: A Study in Political Values by Edgar H. Brookes.
k. Power, Participation and Ideology: Readings in the Sociology of American Political Life by Larson and Wasburn.
l. Men at the Top: A Study in Community Power by Robert Presthus.
m. Authority and the Individual by Bertrand Russell.

12. Have students, using material from reading in TS #16, the following titles, and works selected after additional research, investigate and present an imaginative, unbiased multimedia analysis of the contemporary American youth counter-culture, its values, and "gods":

a. "Faith, Rebirth, and Renewal" by P. B. Price in PTA Magazine, April, 1970.
b. "When the Young Teach and the Old Learn" in Time, August 17, 1970.
c. "Making of a Counter Culture," excerpts by T. Roszak in Horizon, Spring, 1970.
d. "Visions of a New Religion" by M. Covell in Saturday Review, December 19, 1970.
e. "After the Fall: What This Country Needs Is a Good Counter Counterculture Culture" by D. French in New York Times Magazine, October 3, 1971.

13. Have students read The Art of Loving by Erich Fromm. Have them discuss, analyze, and evaluate his philosophic thought as an antithesis of the absence of charity and as an ecumenical challenge for improving the human spiritual condition.

19. Have the students read the trilogy, Radical Theology and the Death of God, The Secular City, and Situation Ethics.

20. Have the students listen and view the sound-slide survey, Man and His Values: An Inquiry into Good and Evil. Have them, orally and in writing, relate concepts presented in the survey to the class, multimedia presentations on the masks of Mammon.

21. Have students propose, based on their reading, viewing, listening, and speaking experiences in this quin, non-denominational guidelines for achieving and maintaining spiritual health in the chaotic society of technological change such as ours.

IV. STUDENT RESOURCES

A. State-adopted texts

The United States in Literature, Harcourt, Brace and World.

England in Literature, Harcourt, Brace and World.

Reflections on a Gift of Watermelon Pickle... And Other Modern Verse. Scott, Foresman and Co.

Insight: The Experience of Literature, Noble and Noble, Publishers, Inc.

Western Literature: Themes and Writers, Webster Division, McGraw-Hill Book Co.

B. Non-state-adopted supplementary materials

1. Textbooks

Man in Literature: Comparative World Studies in Translation, Scott, Foresman and Co.

Literature from Greek and Roman Antiquity
Russian and Eastern European Literature
Translation from the French
Italian Literature in Translation
Black African Voices

Literature of the Eastern World
From Spain and the Americas: Literature in Translation
Teutonic Literature: In English Translation

Hutchins, Robert Maynard, ed. Great Books of the Western World, The Great Ideas, A Syntopicon of Great Books of the Western World, Volume I. Chicago: Encyclopaedia Britannica, Inc., 1952.

Hutchins, Robert Maynard, ed. Great Books of the Western World, The Great Ideas, A Syntopicon of Great Books of the Western World, Volume II. Chicago: Encyclopaedia Britannica, Inc., 1952.

2. Reference materials

Aeschylus. The Orestes Plays: Agamemnon, The Libation Bearers, The Eumenides. New York: Mentor-NAL, 1963.

_____. Prometheus Bound. New York: Mentor-NAL, n.d.

Agnon, S. Y. Days of Awe: A Treasury of Traditions, Legends and Learned Commentaries Concerning Rosh ha Shanah, Yom Kippur and The Days Between. New York: Schocken, n.d.

Altizer, Thomas J. and William Hamilton. Radical Theology and the Death of God. Indianapolis: Bobbs-Merrill Co., n.d.

American Bible Society Translation, Good News for Modern Man. New York: Pocket Books, 1969.

Anouilh, Jean. Becket. New York: Signet-NAL, 1964.

Augustine, St. City of God. New York: Doubleday Image Books, n.d.

Baker, Liva. World Faiths: A Story of Religions. New York: Abelard-Schuman, 1966.

Baly, Denis. The Geography of the Bible, A Study in Historical Geography. New York: Harper and Brothers, 1957.

Banton, Michael, ed. Political Systems and Distribution of Power. New York: Barnes and Noble, 1968.

Barfield, Owen. Saving the Appearances: A Study in Idolatry. New York: Harcourt, Brace, Jovanovich, n.d.

Bergler, Edmund. Money and Emotional Conflicts. New York: International University Press, 1970.

Berry, Gerald L. Religions of the World: from Primitive Times to the 20th Century. New York: Barnes and Noble, 1947.

Blacker, Irwin R. and Ethel H. Blacker, eds. The Book of Books. New York: Holt, Rinehart and Winston, 1965.

Bolt, Robert. A Man for All Seasons. Literary Cavalcade Magazine, Volume 16, No. 1.

Boulding, Kenneth E., ed. Peace and the War Industry. Chicago: Aldine, 1970.

Bouquet, Alan Coates. Comparative Religion: A Short Outline. London: Cassell, 1961.

Brookes, Edgar H. Power, Law, Right and Love: A Study in Political Values. Durham, North Carolina: Duke, 1963.

Brown, Joe D. and Time Magazine Editors, eds. Sex in the Sixties. New York: Time-Life, 1968.

Buber, Martin. Eclipse of God. New York: Torchbooks, 1957.

_____. I and Thou. New York: Scribner's, 1958.

Buchan, Alastair. War in Modern Society: An Introduction. New York: Harper and Row, 1968.

Bunyan, John. Pilgrim's Progress. New York: Airmont, n.d.

Burleigh, J.H.S., trans. St. Augustine of True Religion. Chicago: Henry Regnery Co., 1964.

Francis of Assisi, St. Little Flowers of St. Francis. New York: Mentor-NAL, n.d.

Frank, Jerome. Sanity and Survival: Psychological Aspects of War and Peace. New York: Random, 1968.

Frazer, Sir James George. The Golden Bough: A Study in Magic and Religion. New York: The Macmillan Co., 1940.

Fremantle, Anne. Age of Faith. New York: Time Inc., 1965.

Fromm, Erich. The Art of Loving. New York: Bantam Books, Inc., 1963.

Galbraith, John K. Affluent Society. New York: New American Library, n.d.

Gardner, W. H., ed. Poems and Selected Prose of Gerard Manley Hopkins. Baltimore: Penguin Books, 1953. (For such poems as "God's Grandeur," "Heaven-Haven," "The Habit of Perfection," "Pied Beauty," or "The Starlight Night")

Gaustad, Edwin Scott. Historical Atlas of Religion in America. New York: Harper and Row, Publishers, 1962.

Gelfond, Ravena. The Freedom of Religion in America. Minneapolis: Lerner Publications Co., 1969.

Goethe, J. W. von. Faust, 2 volumes. Baltimore: Penguin Books, 1949.

Gordh, George. Christian Faith and Its Cultural Expression. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964.

Hamilton, Edith. Mythology: Timeless Tales of Gods and Heroes. New York: The New American Library, 1942.

Harris, Marvin, et al., eds. War: The Anthropology of Armed Conflict and Aggression. New York: Natural History, 1968.

Hart, Herbert L. Law, Liberty and Morality. New York: Random, n.d.

Hemingway, Ernest, ed. Men at War. New York: Berkley Publishing Co., n.d.

Hill, Caroline, ed. The World's Great Religious Poetry. New York: Macmillan Co., n.d. (For poems such as Clough's "The Latest Decalogue" or Carl Sandburg's "To a Contemporary Bunkshooter")

Huberman, Leo. Man's Worldly Goods. New York: Monthly Review, 1952.

Huxley, Aldous. The Devils of Loudun. New York: Harper and Brothers, 1953.

Irmscher, William F., ed. Man and Warfare: Thematic Readings for Composition. Boston: Little, n.d.

James, E. O. The Ancient Gods. New York: Putnam's Sons, 1960.

Janeway, Eliot. Economics of Crisis: War, Politics and the Dollar. New York: Weybright, n.d.

Keller, Werner. The Bible as History. New York: William Morrow and Co., 1957.

Keynes, Geoffrey, ed. The Complete Poetry and Selected Prose of John Donne. New York: Modern Library, 1941. (For such poems as "Death Be Not Proud," "A Hymm to God the Father," and selections from the Holy Sonnets)

_____. The Complete Poetry of William Blake. New York: Modern Library, 1941. (For selections from "Songs of Innocence and of Experience")

Kirstein, George G. Rich: Are They Different. New York: Tower, 1970.

Knight, James A. For the Love of Money: Human Behavior and Money. New York: Lippincott, 1968.

Knoepflmacher, U. C. Religious Humanism and the Victorian Novel: George Eliot, Walter Pater, and Samuel Butler. Princeton, New Jersey: Princeton University Press, 1965.

Kolko, Gabriel. Wealth and Power in America: An Analysis of Social Class and Income Distribution. New York: Praeger, n.d.

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V. TEACHER RESOURCES

A. Textbooks (See Student Resources)

B. Professional books and materials

Teacher manuals for state-adopted texts.
Teacher's Resource Book, Man in Literature Series.

C. Recordings

Albert Herring, London, 1378.
L'Enfant Prodigue, London, 6538.
Requiem Mass by Verdi, Columbia.
Mass by Bernstein.
Missa Luba, Phillips.
Missa Criolla, Phillips.
Jewish Religious Songs, Artia, 108.
Jewish Worship on Sabbath, Mace, 5-10032.
Russian Orthodox Requiem, Westminster, XWN-18263.
Cantata #4: "Christ lag in Todesbanden," Deutsche Grammophon, Arc-198465.
Cantata #53: "Schlage doch, gewunschte Stunde," Bach Guild, 70670.
Cantata #140: Wachet Auf! Bach Guild, 5026.
Magnificat in D, Bach Guild, 5005.
Gregorian Chants, Period Records, SPL-569.
The Play of Daniel: A Twelfth Century Musical Drama, Decca, DL-4902.
Verdi, G.: Requiem. Angel, COLH 108-109.
Berlioz, H.: L'Enfance du Christ, Victor, LM-6053.
Messiah, 2- Columbia, M2S-607.
Israel in Egypt, 2- Decca, DXS-7178.
Coronation Mass, Vox.
Mass K. 427, Vox. PL10.270.
Spirituals: Marian Anderson. Victor, LM-2032.

D. Films

Available from Audio-Visual Services:

Ancient Egypt. Coronet. 10 min., C.	1-04786
Art and Architecture: Chartres Cathedral. EBEC. 30 min., C.	1-31193
Classical Greece: Plato's Apology: The Life and Teachings of Socrates. EBEC. 30 min., C.	1-31195
Greek Sculpture. Contemporary Films. 25 min., C.	1-31758
Major Religions of the World. EBEC. 20 min., C.	1-13416
Medieval Times: The Role of the Church. Coronet. 14 min. B&W.	1-10111
Navajos, The: Children of the Gods. Walt Disney Production, 20 min., C.	1-13288
Odyssey, The: The Central Themes. EBEC. 28 min., C.	1-31207
Odyssey, The: The Return of Odysseus. EBEC. 26 min., C.	1-31203
Odyssey, The: The Structure of the Epic. EBEC. 27 min., C.	1-31205
Oedipus Rex: Man and God. EBEC. 30 min., C.	1-30912
Oedipus Rex: The Age of Sophocles. EBEC. 30 min., C.	1-30904
Oedipus Rex: The Character of Oedipus. EBEC. 30 min., C.	1-30908
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Vatican, The, Pt. 1. McGraw-Hill. 26 min., C.	1-31737
Vatican, The, Pt. 2. McGraw-Hill. 29 min., C.	1-31738

Available from Ideal Pictures Co., Miami, Florida, for a rental fee:

The Cardinal. 175 min.
The Lilies of the Field. 94 min.
Murder in the Cathedral. 140 min.

E. Slides which can be purchased from American Library Color Slide Co., Inc., 305 E. 45 Street, New York, New York, 10017.

Religious painting

Chagall: The Rabbi.
Dali: The Crucifixion.
El Greco: Agony in the Garden.
Exekias: Dionysus Returning Home.
Grotto: The Lamentation.
Michelangelo: The Last Judgment.
Titian: Christ Crowned with Thorns.
Vander Weyden: Descent from the Cross.

Religious sculpture

Ghiberti: Gates of Paradise. (Baptistry doors, Florence)
Greek: Zeus.
Michelangelo: Rondanini Pieta.
Phidias: Athena Lemnia.
School of Phidias: Pediment of Parthenon.
Rodin: The Gate of Hell.

Religious architecture

Chartres Cathedral.
Corbusier: Ste. Marie-du-Haut, Ronchamp, France.
Labadie: Sacre Coeur.
Matisse: Chapel of Rosany
Police chapel of Charlemagne.
Parthenon, Athens.
Yamasaki: Synagogue, Chicago.

F. Periodicals

Saturday Review
Time
Life
Newsweek
Business World
U. S. News
Science News

UNESCO Courier
National Geographic
Science Digest
Mechanics Illustrated
Educational Digest
Popular Science
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Ladies' Home Journal
McCalls
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Christian Century
National Review
Atlantic
Seventeen
Today's Health
Harper's Bazaar
America
New Republic
Fortune
Annals of the American Academy of Political and Social Science
Commonweal
Nation
Field and Stream
Art in America

G. Sound-slides, audio-visual programs for humanities, English, and art

Man and His Gods: In Harmony and Conflict
Man and His Values: An Inquiry into Good and Evil

Center for Humanities, Inc., Holland Avenue, White Plains, New York.

H. Filmstrips

The Dawn of Religion. Time and Life Building. New York, New York, 10020.